

**District Curriculum Document***This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<p>1. Everyone experiences a variety of feelings. <i>What are some examples of feelings? What causes different feelings? Are some feelings more comfortable than others?</i></p> <p>2. How we respond to feelings can affect relationships. <i>Why is it important to express feelings appropriately? How can our actions affect our relationships?</i></p>	<p>Standard 1 Core Concept: Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Identify feelings and appropriate ways to express emotions.</li> <li>Demonstrate and explain ways to be a good friend.</li> </ol>
<b>Supporting Standards</b>		
<ol style="list-style-type: none"> <li>Identify school-appropriate behaviors (CC – MES)</li> <li>Recognize differences in individuals to help develop a positive self-image (CC – MES)</li> <li>Recognize that there are multiple dimensions of health (e.g. emotional, mental, physical and social). (1.1.2)</li> <li>Identify ways to locate school and community health helpers (3.1.2)</li> <li>Demonstrate healthy ways to express needs, wants and feelings (4.1.1)</li> <li>Demonstrate listening skills to enhance health (i.e. communicating with others, listening to your friends) (4.1.2)</li> <li>Differentiate between situations when a health-related decision can be made individually or when assistance is needed. (5.1.2)</li> </ol>		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<p><b>Academic:</b> identify, respond, experience, appropriate, express, affect</p> <p><b>Content:</b> feelings, emotions, friend, friendships, relationships, comfortable</p>		

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<p>1. Understanding the stages of life help recognize that our bodies are changing. <i>What are the different stages of life?</i></p> <p>2. Families play a vital role in your overall health. <i>Do you have a brother, sister, grandparent, stepparent, etc.? What roles are present in a family structure?</i></p>	<p>Standard 1 Core Concept</p> <p>A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with 2 others that accompany social development. Information should be factual, medically accurate, and objective.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Identify the different stages of life and place them in sequential order.</li> <li>Describe the different roles in the family and explain how members contribute to the family.</li> </ol>
<b>Supporting Standards</b>		
<ol style="list-style-type: none"> <li>Describe the impact of health behaviors on body systems. (K-2.H.1.1.1) <ul style="list-style-type: none"> <li>Proper nutrition is important to growth and development.</li> <li>Exercise is important to growth and development.</li> <li>Sleep is important to growth and development.</li> </ul> </li> <li>Identify how the family influences personal health practices and behaviors. (K-2.H.2.1.1)</li> <li>Identify what the school can do to support personal health practices and behaviors. (K-2.H.2.1.2)</li> <li>Encourage peers and family to make positive health choices. (K-2.H.8.1.2)</li> </ol>		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<p><b>Academic:</b> identify, describe, understand, encourage</p> <p><b>Content:</b> stages of life, family roles, support, family structure, changing, development, well-being, factual, relationships, social development, impact, influences, health practices, behaviors, peers, health choices, nutrition, exercise</p>		

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<p>1. Increased awareness of community health-helpers can influence healthy behaviors. <i>What are some examples of health-helpers in our community? When might you look for a health-helper? How can they help you?</i></p> <p>2. Advertisements influence consumer purchases. <i>What is a product? How do you know about these products? What is an advertisement? Are advertisements always truthful? Do advertisements encourage you to make healthy choices? How can advertisements make you want to buy things?</i></p>	<p>Standard 1 Core Concept: Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals and how to access reliable product information.</p> <p>1. Identify ways to locate school and community health helpers (K-2.H.3.1.2) 2. Describe how the media can influence health behaviors (K-2.H.2.1.3)</p>	<p><u>In this unit you will:</u></p> <p>1. Describe health helpers in school and community</p> <p>2. Examine types of advertisements (i.e. radio, TV, Youtube, etc.), the product sold, and if it is healthful.</p>
<b>Supporting Standards</b>		
<p>1. Identify trusted adults and professionals who can help promote health (K-2.H.3.1.1) 2. Identify what the school can do to support personal health practices and behaviors (K-2.H.2.1.2) 3. Discuss how needs and wants can impact product choice. (CC-CCH)</p>		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<p><b>Academic:</b> Identify, locate, professionals, awareness, influence, promote, practices and behaviors, impact</p> <p><b>Unit:</b> community, advertisement, consumer, purchases, product, needs, wants, choice</p>		

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<p>1. Proper procedures in an emergency reduce risk, injury, and damage. <i>What is an emergency? How can you get help in an emergency?</i></p> <p>2. Application of rules and proper decision-making can increase overall safety. <i>Why do we have rules? How can rules keep us safe? What are some dangerous situations? How can you keep yourself safe?</i></p>	<p>Standard 1 Core Concept: Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent injuries.</p> <p>1. Demonstrate ways to tell a trusted adult if threatened or harmed (K-2.H.4.1.4) 2. Demonstrate behaviors that avoid or reduce health risks (K-2.H.7.1.2)</p>	<p><u>In this unit you will:</u></p> <p>1. Explain how to get help in case of an emergency and describe what kind of help is needed.</p> <p>2. Describe how to stay safe in a variety of situations (i.e. biking, swimming, and playground).</p>
<b>Supporting Standards</b>		
<p>1. List ways to prevent common childhood injuries (K-2.H.1.1.4)</p> <p>2. Understanding importance of rules to keep people safe (Standard 1 Core Concept)</p> <p>3. Recognizes fire hazards and how to get help in a fire situation (Standard 1 Core Concept)</p> <p>4. Understands risks pertaining to water safety (Standard 1 Core Concept)</p> <ul style="list-style-type: none"> <li>• Canal, swimming pools, boating</li> </ul> <p>5. How to stay safe around animals and insects (Standard 1 Core Concept)</p> <p>6. How to identify unsafe household products and situations (Standard 1 Core Concept)</p> <p>7. Identify the rules for gun safety (Standard 1 Core Concept)</p> <ul style="list-style-type: none"> <li>• Stop, don't touch, leave the area, tell an adult</li> </ul> <p>8. How to stay safe when riding in a variety of vehicles (Standard 1 Core Concept)</p> <ul style="list-style-type: none"> <li>• Car, bus, ATV, motorcycle</li> </ul> <p>9. Demonstrate ways to respond to unwanted, threatening, or dangerous situations (K-2.H.4.1.3)</p> <p><b>Counselor Presentation regarding Personal Safety (safe touch/unsafe touch), the Touching Rule and protection from abuse. This will consist of 2-3 lessons in the general education classroom with classroom teacher present.</b></p>		
<b>Academic and Unit Vocabulary (people, ideas and vocabulary)</b>		
<p><b>Academic:</b> explain, variety, situation, emergency, proper, procedures, application, decision making, prevent, importance, childhood, dangerous, respond, demonstrate</p>		
<p><b>Content:</b> emergency, safety, risk, injury, damage, rules, hazard, water safety, household products, gun safety, vehicle</p>		